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| **COVERING BOTH CLE’S AND CCSS**  **(State correlation is not a perfect match-What makes them the same….what makes them different?)**  CC.N.Q.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.  CC.N.Q.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. |
| **COVERING BOTH CLE’S AND CCSS AND SCIENCE INTEGRATION** |
| **CLE’s but not CCSS**  CC.6.RP.3c Find a percent of a quantity as a rate per 100(e.g., 30%ofa quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent.  CC.7.RP.3 Use proportional relationships to solve multistep ratio and percent problems. *Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.*  CC.7.EE.2 Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. *For example, a + 0.05a = 1.05a means that “increase by 5%” is the same as “multiply by 1.05.”* |
| **CCSS but not CLE’s** |